**MAGIC TREEHOUSE UNIT GUIDE**

**MTH #13: *Vacation Under the Volcano* By Mary Pope Osborne**

**Your Name:**

**Part 1: Text Analysis**

*Summary of the whole book*: (2-3 sentences that includes setting, main characters, problem, and solution)

*Text Analysis:* Each Magic Treehouse book is a **hybrid text** that has elements of non-fiction and a bit of fantasy woven into a single fictional story. Use the top row of the chart below to *define each type of text element* in a way that 3rd graders could understand (be sure to clearly differentiate between factual information and realistic fiction). Then identify at least five examples of each type included in the story *Vacation Under the Volcano* that you could use to model these text types with young children in a lesson about the unique hybrid text features of the Magic Treehouse Series.

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| --- | --- | --- |
| **Non-Fiction (Fact)** | **Realistic Fiction** | **Elements of Fantasy** |
| Define for 3rd graders: | Define for 3rd graders: | Define for 3rd graders: |
| Examples: | Examples: | Examples: |

*Which section of the book will your lesson focus on today?* (Which chapters will students be reading after this launch?)

*Main ideas(s):* Use complete sentences to list the main ideas (5-8) in this section of three chapters in the order they take place in the story. These ideas should summarize the important events in this section.

**Part 2A: Before Reading Book Launch**

**Before: Planning your introduction (book launch)**

* *Purpose of introduction:* (What background knowledge do you want to activate or build? What concepts or text types might students be familiar with [to activate] or might students not be familiar with [to build] so that they will be able to anticipate and comprehend the main ideas in this section of the story and eventually weave these ideas into their overall understanding of what they have read.   
  + The purpose of my introduction is to **activate background knowledge** about the following:
  + If there are especially challenging terms or concepts that are critical to understanding this section of the book (for this lesson), I will seek to briefly **build** background knowledge about the following:

**Script:** Please write out what you would ask/tell in each part of your book launch. Then, in parenthesis after each question/statement, briefly explain how you would expect third graders to respond. Remember, your book launch should be no longer than 3-4 minutes, and should focus primarily on the ideas for the text students will encounter in today’s lesson.

* *Activate Background Knowledge*:
* *Build Background Knowledge*:
* *Set purpose for reading:*

**Part 2B. Thinking Beyond the Book**

*Big idea(s):* Identify at least two possible big ideas that might be used to connect this story to other texts and events in the real world.

Then rewrite the single big idea you’d like to call attention to after reading as a question for students to explore as connect what they’ve learned from this text to other texts and events in the real world.

**MTH Unit Guide: Rubric for Part 1 Book Launch 24 points**

|  |  |
| --- | --- |
| **Criteria** | **Points/Comments** |
| **Part 1: Text Analysis** |  |
| Included an accurate and clear brief **summary** of the book (2 points) |  |
| Provided an age-appropriate **definition** of each text type and included at least **five examples** that represent elements of non-fiction, realistic fiction, and fantasy woven into the story (6 points) |  |
| Identified **5-8 main ideas** that summarize the story’s plot (3 points) |  |
| **Part 2A: Book Launch (In the Book)** |  |
| Provided a **brief rationale** of your purpose for 1) **activating** background knowledge and 2) **building** knowledge relevant for understanding and engaging with key content in the story. (4 points) |  |
| Outlined **appropriate sequence of questions and statements** you would use in your 3-4 minute book launch to get their brains ready to learn new information and connect it to their prior knowledge. Includes ideas for **activating** and **building knowledge** and **setting a purpose**. (6 points) |  |
| **Part 2B: Thinking Beyond the Book** |  |
| Identified 2 appropriate **big ideas** and turned one into a relevant and **age-appropriate question** to guide students’ inquiry across several texts. (3 points) |  |